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| **Lesson plan** |
| **Term 4** **Unit 8 "Food and drink"**  | **School: 82** |
| **Date:** 23. 04.2019 | **Teacher’s name: Komarova N.I.** |
| **Grade 8 A** | **Number present:12** | **Number absent:0** |
| **Theme of the lesson:** | **CLIL: Science: The future of food.** |
| **Learning objectives(s) that this lesson is contributing to** | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics8.R6 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts |
| **Lesson objectives**  | **All learners will be able to:** |
| * Understand vocabulary connected to food production.
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| **Most learners will be able to:** |
| * Understand a text about food production in the future.
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| **Some learners will be able to:**  |
| * Discuss the pros and cons of food production, and food culture.
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| **Value links** | Having healthy eating habits. |
| **Cross curricular links** | Biology. |
| **Previous learning** | My country: Food and drink. |
| **Use of ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Viewing personal peculiarities through Kazakh culture and customs from around the world. |
| **Health and Safety** | Breaks and physical activities used.  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning the lesson | The lesson greeting.I hope your morning as bright as your smile.Smile to each other and say good morning.Welcome to our science laboratory. At the lesson we will speak about unusual methods of growing plants.Lesson CLIL. The food of the future**Warm up.** Free talk.* How has the way we produce food changed over time? (e.g. the change from horses to tractors, the spreading of food types - potatoes form the Americas to Europe), the use of hybrids and fertilizers).
* What types of food are produced in Kazakhstan?
* What is imported from other countries?

(pineapples – ананасы)* What will happen in the future to Kazakhstan's climate, population and food production?
 | PPT  |
| Main Activities | **Ex.1 p.101.** Check the meaning of the words in the box using an online dictionary. Reading for general understanding. seeds - |siːdz|- семенаgreenhouse - |ˈɡriːnhaʊs|- теплицаagriculture - |ˈaɡrɪkʌltʃə| - сельское хозяйствоprotein - |ˈprəʊtiːn| - белок, протеинpastures - |ˈpɑːstʃəz| - пастбищаsoil - |sɔɪl| - почваcrops - |krɒps| - урожайfertilizer |ˈfəːtɪlʌɪzə| - удобрениеRead for general understanding. Complete the text with these words. **Ex.2 p.101.** Listen and check your answers. *Answers:**1) pastures**2) Agriculture**3) crops**4) greenhouses**5) soil**6) fertiliser**7) seeds**8) protein***p.101** Read the text.Listen to our scientists about modern methods of growing plants**.** Look at the picture and do a conclusion. Read the text again. Find the solutions of the problem. What are they?Open the envelopes and there is one sentence. After watching the video Vertical farming, you will discuss and show True or False.1. Lighting, water and temperature can be controlled in vertical farm. **T**2. The plants can be located on the high and closer to each other. **T**3. The use of controlling environment issaved the plants from animals**. F**Open the envelopes and there is a task. While watching the video Genetically modified food , put a tick or a cross next to the words.Put a tick or a cross.1) pastures ⅴ2) agriculture ⅴ3) crops ⅴ4) greenhouses х5) soil ⅴ6) fertilizer ⅴ7) seeds х8) protein х | mobile phones  СDStudent`s bookPPTStudent`s bookVideo |
| Ending the lesson | Giving the home task. SB ex.3 p.101**Self-assessment**.**Look at the plant.**If you understand, you will stick your drop on the flower.If you need more practice, you will stick your drop on the leaf.If you don't understand this yet, you will stick your drop on the bases of the plant*.* |  |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **Additional information** |
| **Differentiation –****how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment –****how are you planning to check learners’ learning?** | **Critical thinking** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | **Assessment criteria:**1.Consider different perspectives on the world orally or in a written form;2. Demonstrate the ability to participate in a conversation;3. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.4. Identify the meaning and details of the reading texts.**Descriptor:**A learner:* summaries the information on a global issue;
* gives evaluation to the problem;
* uses appropriate subject-specific vocabulary while speaking.
* corrects sentences according to the information in the text.
* Observation
* Feedback on the work
* Self-assessment
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |